

TRADITIONAL HEALTH WORKER TRAINING PROGRAM APPROVAL EVALUATION RUBRIC

TRAINING PROGRAM NAME: _____

Number of Training Hours: _____

DATE OF REVIEW: _____

Instructions here to explain - Please see **Appendix A** for instructions of how to use the rubric and the process of review.

Checklist of items that need to be submitted prior to the meeting.

- Submit Conflict of Interest Form for each application (**See Appendix B**). This is to be emailed to Cook Shaun F <shaun.f.cook@oha.oregon.gov> prior to the meeting.
- Complete person review and notes (do not need to submit prior but have ready) to be used to complete Group Rubric

Group Rubric - this will be completed by the facilitator of the meeting

NAME	ACTIVE REVIEW	OBSERVATION/PUBLIC SME	RECUSED
Names entered here of those attending the meeting and their roles.			

Clarify roles of reviewers (subcommittee members) and SMEs (classified as members of public) - subcommittee members and members of the public must recuse themselves when discussing applications. Any questions will be provided in an email following the discussion and applicants will have the ability to respond and address any questions via email.

EVALUATION SCORE SCALE:

- 0- Response missing or does not address the question to meet the required standards
- 1- Response does NOT adequately address the required standards
- 2- Response meets some but not enough of the required standards for approval
- 3 – Response adequately meets the required standards and can be approved with recommended changes
- 4 - Response to question meets required standards
- 5 - Response to question exceeds required standards

EVALUATION: TRAINING PROGRAM PRINCIPLES AND PRACTICES

Aside from covering the curriculum topics, has the training program completed all the requirements necessary for approval?

#	Topic	Description/Considerations	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1.4/1.5	Organizational Overview and Prior Experience	Does the organization have a developed understanding of the THW model and how to integrate the THW training with their mission and teaching philosophy? Prior THW training experience is <u>not</u> required but may be considered in evaluating this question.	x (Note: Reviewers can put an “x” or check to indicate rating)				Does the organization have prior THW training experience? Y / N
2.1	Delivery of Training: Methodology	Does the training program use a variety of teaching methodologies such as popular education concepts or adult learning principles?					
2.1	Delivery of Training: Format and Strategies	Does the training program use a variety of formats to deliver training in a way that is tailored to the community, inclusive and accessible?					
2.2	Experienced THW involvement	Does the program use experienced THW’s in developing and teaching the curriculum? If not, is there an adequate explanation?					
2.3	Collaboration with Community	Does the program collaborate with a CBO, and if not, is there an adequate explanation?					Required attachment: Agreement and/or Letter of Support with local CBO Y /

	Based Organization (CBO)	Do they have a letter of support or Memo of Understanding (MOU) or agreement (MOA) and if not, is there an adequate explanation.					N * Definition of CBO - 410-180-0305(5)
#	Topic	Description/Considerations				Score, 0-5	Comments, Recommendations
2.4	Recruitment and Enrollment	Does the program describe their approach to recruitment and have well-formed strategies for reducing barriers to enrollment?					Is there a fee? Y / N / Unknown
2.5	Community Need/ Allocation of Resources	Has the program identified the need for THW training in their communities? Is the program aware or in communication with other THW programs in the area to ensure that training needs for the community are appropriately met? Note: OHA is interested in duplication of services and inequity in access.					
2.6	Equivalency	Does the program grant equivalency for previous training and describe how equivalency is assessed? If not, there is an explanation on circumstances that present your program from doing so.				Not required for approval	Y / N
2.7	Academic Credit	Will students receive academic credit? Optional				Not required for approval	Y / N / Unknown Is there a fee? Y / N / Not Applicable
2.8	Program Feedback and Improvement	Does the program have a method to track student satisfaction/feedback and a mechanism to improve the program using this feedback? Does the program have a method to track quality improvement from THWs in the field and a mechanism to improve the program using this feedback?					Required attachment: student feedback form Y / N

2.9	Records	Does the organization have an organized system of maintaining accurate records of graduates? Agree to verify and provide the Authority with names who successfully completes the training program when those individuals apply for certification and registration.					
		SEE CURRICULUM RUBRIC for 3a.1 to 3b.3 for specific curriculum review					
4.1/4.2	Final Assessment	Does the program have a method of assessing for the acquisition of knowledge and mastery of skills by its students with clear criteria for passing? Are there copies of the final assessment?					Required attachment: sample exams, rubrics Y / N
4.3	Criteria for Completion	Does the program have clear criteria, aside from the final exam, to determine whether students have successfully completed the program? Organizational training needs to educate students on THW certification and renewal process for every three years.					
4.5/4.6	Certificates	Does the organization provide certificates of attendance and certificates of completion? The certificates need to indicate the type of THWs trained.					Required attachment: Certificates
TOTAL							
PASS						YES/NO	

Recommendations for Approval:

Recommendations to be completed by the time of renewal:

EVALUATION: REQUIRED CURRICULUM TOPICS (CHW, PSS, PWS, NAV) – Section 3a

Does the training program address all of the following topics for CHW, PWS, PSS, FSS, YSS and NAV training?

#	Topics Required for CHW, PSS, PWS, FSS, YSS, and NAV	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1	Community Engagement, Outreach Methods and Relationship Building					
2	The Role and Scope of Practice of Traditional Health Workers					
3	Communication Skills, including cross-cultural communication, active listening, & group and family dynamics					
4	Empowerment Techniques					
5	Knowledge of Community Resources					
6	Cultural Competency & Cross-Cultural Relationships					
7	Conflict Identification and Problem Solving					
8	Conducting Individual Strengths and Needs Based Assessments					
9	Advocacy Skills					
10	Ethical Responsibilities in a Multicultural Context					
11	Legal Responsibilities					
12	Crisis Identification and Problem-Solving, including bridging clinical & community cultures (including suicide, overdose/intoxication, psychiatric emergency and safety planning)					
13	Professional Conduct, including culturally-appropriate relationship boundaries and maintaining confidentiality					
14	Navigating Public and Private Health and Human Service Systems, including state, regional, local					
15	Working with Caregivers, Families, and Support Systems, including paid care workers					

16	Trauma-Informed Care, including screening and assessment, recovery from trauma, minimizing re-traumatization					
17	Self-Care					
18	Oral Care					
	Topics for CHW, PWS, and Personal Health Navigators					
19	Social Determinants of Health					
20	Building Partnerships with local agencies and groups					
21	Roles and Expectations for Working in Multidisciplinary Teams					
22	Data Collection and Types of Data					
23	Organization Skills and Documentation, including use of HIT(Health Information Technology)					
24	Introduction to Disease Processes including chronic diseases, mental health, and addictions					
25	Health Across the Life Span					
26	Adult Learning Principles - Teaching and Coaching					
27	Stages of Change					
28	Health Promotion Best Practices					
29	Health Literacy Issues					
30	Additional Topics for PWS and CHW					
A	Self-Efficacy					
B	Group Facilitation Skills;					
C	Cultivating Individual Resilience					
D	Recovery, Resilience and Wellness Models					
E	Principles of Motivational Interviewing					
	Additional Topics for CHWs					
F	Community Organizing					
G	Conducting Community Needs Assessments					
H	Popular Education Methods					
	Additional Topics for PSS					
K	The Role and Scope of Practice of Peer Support Specialists					
L	Recovery, Resilience and Wellness					

	Additional Topics for FSS					
M	The Role and Scope of Practice of Family Support Specialists (including National Standards)					
N	Child/youth physical and emotional development (0-25)					
O	Parenting concepts and protective factors					
P	Pre-K through post-secondary educational programs					
Q	System of Care Principles					
	Additional Topics for YSS					
R	The Role and Scope of Practice of Youth Support Specialists (including National Standards)					
S	Positive Youth Development					
T	Protective factors and developmental assets to promote resilience					
U	System of Care Principles					

EVALUATION: REQUIRED CURRICULUM TOPICS/ACTIVITIES (DOULA)—Section 3b

Does the training program address all of the following topics/activities required for doula training?

#	Topic	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1	Anatomy and physiology of labor, birth, maternal postpartum, neonatal transition, and breastfeeding					
2	Labor coping strategies, comfort measures and non-pharmacological techniques for pain management					
3	The reasons for procedures of, and risks and benefits of common medical interventions, medications, and Cesarean birth					

4	Emotional and psychosocial support of women and their support team					
5	Birth doula scope of practice, standards of practice, and basic ethical principles					
6	The role of the doula with members of the team					
7	Communication skills, including active listening, cross-cultural communication and inter-professional communication					
8	Self-advocacy and empowerment techniques					
9	Breastfeeding support measures					
10	Postpartum support measures for the mother and baby relationship					
11	Perinatal mental health					
12	Family Adjustment and dynamics					
13	Evidence-informed educational and informational strategies					
14	Community Resources Referral					
15	Professional conduct, including relationship boundaries and maintaining confidentiality					
16	Self-Care					
TOTAL SCORES FOR EACH COLUMN						
PASS		YES / NO				
Recommendations for Approval:						

Recommendations to be completed by the time of renewal:

APPENDIX A - Guidance for reviewers on use of rubric:

The following are instructions on how to use the rubric to the benefit of the flow of the meeting. for the good of the order.

- Each reviewer will independently review the curriculum and document a rating of 0-5. Ratings are from 0 (not answered or differs from an unconditional “yes” to the question) to 5 (fully addressed) See table below for each rating level with examples.
- See bullets for Rubric Review Process:
 - Reviewers will need to review curriculum prior to the meeting and use their individual scores to contribute to a group rubric discussion on recommendations for the program to be fully approved or reasons for denial.
 - Reviewers will use their independent notes to prepare to contribute to discussion and support the completion of a group rubric.
 - In the TEMPS meeting, one rubric will be completed using consensus with the focus of conversation on scores 3 and under (i.e. anything that would preclude an approval)

Score	Criteria
0	Response missing or does not address the question to meet the required standards. <ul style="list-style-type: none"> ● There is no evidence that this question has been addressed and/or there is no attachment or materials. This requires that the application will need to be resubmitted to include this information and/or meet the standard.
1	Response does NOT adequately address the required standards. <ul style="list-style-type: none"> ● There is limited evidence that this question has been addressed (e.g. the material is incomplete and our answer does not address the question completely). This requires that the application will need to be resubmitted to include this information and/or meet the standard.
2	Response meets some but not enough of the required standards for approval <ul style="list-style-type: none"> ● There is evidence that this question has been addressed but is lacking information. This requires that the application components that did not meet the required standards will need to be resubmitted to include this information and/or meet the standard.
3	Response adequately meets the required standards and can be approved with recommended changes <ul style="list-style-type: none"> ● There is evidence that this question has been addressed but there is a need for additional information to make the response complete. This requires that the applicant follow up with information in a timely manner. Information will need to be submitted within the time frame to be approved.
	Scores 4-5 meets standards and does not need to be addressed
4	Response to question meets required standards. No discussion required - standards were met.
5	Response to question exceeds required standards. No discussion required - standards were met and exceeded expectations.